

## Literature Review: Implementation of Cooperative Learning Model in Civics Learning To Increase the Activeness of Elementary School Students

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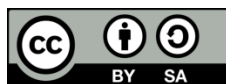
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### ABSTRACT

*The purpose of writing this review article is; 1) to find out the application of learning models that foster student collaboration in Citizenship Education subjects, and 2) to find out the appropriate learning model in increasing student activeness in Citizenship Education subjects. To review the articles found using the Systematic Literature Review (SLR) method. Articles were reviewed that were sourced from the Google Scholar database with a time span of the last 3 years from 2021 to 2024. Of the several articles found, there are 3 articles as the final result that have gone through the screening and extraction process and will be analyzed. The results of the article review are; 1) the learning model can increase student learning activities after the application of the Cooperative Learning learning method in the Civic Education subject, 2) Cooperation among students during the learning process can naturally generate communication, which in turn can make students more involved and ultimately facilitate the process of discovery, understanding, and mastery of ideas, 3) the application of cooperative learning in Civics learning increases students' activities, makes them more creative, active, and motivated, and strengthens individual and group cooperation and responsibility.*

**Keywords:** cooperative learning; Civic Education learning; student learning activities; cooperation and collaboration skills.

## 1. INTRODUCTION

Cooperative learning is a dynamic learning model that emphasizes student group work over individual work. Students in small groups develop life skills in identifying and solving problems, making decisions, thinking logically, communicating and working together. It is up to each school to create a quality classroom, as academic achievement must be

considered. Does this affect our academic performance or is there something else we need to understand?

The phenomenon that emerges in today's school system is a system that is fundamentally unfair and dehumanizing. Students who are considered bright are often given privileges and resources, while those in underperforming classes are often labeled as less capable and subjected to negative stereotypes. Students in superior groups often engage in intense competition and exhibit individualistic tendencies. In contrast, students in underperforming classes often experience feelings of inadequacy, frustration and unacceptance of their circumstances.

Another factor that reflects the competitive and individualistic nature of our education system is that the appropriate learning model differs from the traditional learning model. In traditional learning models, teachers take advantage of opportunities to convey information, aiming to reduce the need for students to make their own decisions. Due to intense teacher interaction, student participation is limited. Task assignment in this learning model is personalized. Therefore, the assessment conducted in the classroom is individualized.

Teachers have the responsibility to design and manage learning activities so that students can build their understanding independently (Anggriawan & Suhendar, 2024). This approach is in line with the view of constructivism which emphasizes that the success of learning is not only determined by the environment or methods used, but also by the knowledge produced by the students themselves (Suhendar & Halimi, 2023; Suhendar et al., 2024). The success of the learning process is influenced by internal factors, such as energy, interest, motivation, and student learning activeness, as well as external factors, including the learning patterns applied (Dalimunthe et al., 2024).

The cooperative learning model is one of the effective methods to use. In this model, students with diverse abilities learn in groups (Riana & Hulu, 2022; Suhendar & Rambe, 2023). Each group member works together and helps each other understand the learning material, so learning is considered unfinished if there are group members who have not understood the material (Zega, Zagoto & Dakhi, 2021). Through this model, students are trained to share knowledge, experiences, tasks, and responsibilities (Dakhi, 2022; Zagoto, 2022). Thus, cooperative learning can be defined as a learning process where group members work together and support each other in solving problems. This method is able to increase student motivation, understanding of the material, and learning outcomes, so that the learning process becomes more effective.

## **2. RESEARCH METHODE**

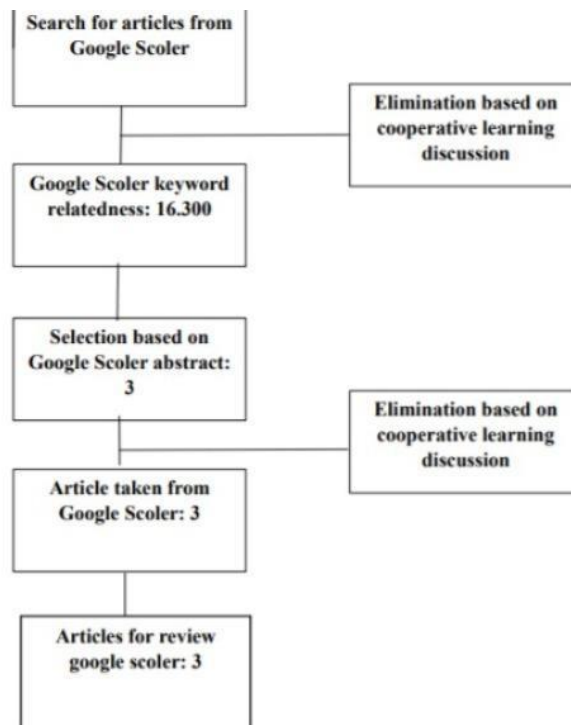
This research employs the Systematic Literature Review (SLR) method, a literature review approach that follows systematic guidelines to identify and synthesize relevant studies while assessing existing knowledge related to the research topic. The process includes steps such as formulating research questions, establishing inclusion and exclusion criteria for articles, searching for articles in reputable databases, and conducting an objective and accountable analysis. Systematic reviews provide significant benefits,

such as supporting policymakers in formulating evidence-based policies and uncovering research gaps that can serve as a foundation for future studies.

Using the Systematic Literature Review (SLR) method, we identified several national journal articles through Google Scholar. The search was conducted using several keywords: cooperative learning, civic education learning, student learning activities, and collaboration skills. The collected articles were published between 2021 and 2024. From the search results, we selected three articles relevant to these keywords. The next step was to categorize these articles based on the application of the Cooperative Learning Model in Civic Education to enhance student engagement in elementary schools.

In this article, we conducted the review process in three stages. The first stage involved screening articles relevant to the discussed topic. The second stage included compiling abstracts from the screened articles. Finally, in the third stage, we identified and interpreted the selected articles to formulate the results and discussion.

**Figure 1.** Article Selection Process



**Tabel 1: Article Screening Process**

<b>N O</b>	<b>Characteristics</b>	<b>Results</b>
1.	Publication Year	
	2021	1
	2024	2
2.	Research Type	
	Penelitian Tindakan Kelas (PTK).	3
Total:		3

Table 1 : provides information on the publication year of the reviewed articles and the type of research method used by the authors. The articles discuss the implementation of the cooperative learning model in Civic Education to enhance student engagement in elementary schools.

The Implementation of the Cooperative Learning Model in Civic Education to Enhance Student Engagement in Elementary Schools.

**Table 2 :Synthesis Analysis of Literature Search**

<b>No</b>	<b>Research er And Year</b>	<b>Title</b>	<b>Objective Study</b>	<b>Type Study</b>	<b>Results</b>
1.	Cahyatie, C. (2021).	Improving Learning Outcomes of Indonesian Culture by Applying the Cooperative Learning Model to Fourth Grade Students of State Elementary School 2 Rangka Ilung, Jenamas District, South Barito Regency in 2015/2016. Meretas: Jurnal Ilmu Pendidikan,	To know the improvement of learning outcomes in Civics learning using Indonesian culture teaching materials by applying cooperative learning models. To know the effect of the application of cooperative learning model	Classroom Action Research	The research shows that the application of cooperative learning model in Civics learning on Indonesian culture material can improve learning outcomes and student motivation. This learning model is also able to encourage the spirit of collaboration between students and instill a sense of responsibility for their respective tasks.

		7(2), 124-158.	in Civics learning using Indonesian cultural teaching materials on students' learning motivation.		
2.	Maryati, E., Saputra, R., & Sonia, A. (2024).	APPLICATION OF COOPERATIVE LEARNING MODEL TO INCREASE STUDENT ACTIVENESS IN PANCASILA EDUCATION LEARNING IN CLASS 2 SDN 14/I SUNGAI BAUNG. Pendas: Jurnal Ilmiah Pendidikan Dasar, 9(3), 1081-1089.	The goal of this classroom activity is to enhance the active participation of second-grade students in Pancasila Education by introducing a collaborative learning approach.	Classroom Action Research	The research results indicate that the cooperative learning model is effective in the learning process. This is evident from students' active participation, such as attentively listening to the teacher's explanations, confidently challenging or providing clarifications, and efficiently collaborating within groups to complete tasks. Increased learning activities from both teachers and students became more apparent with the use of this model. Through a practical assignment approach, the cooperative learning model encourages students to think actively, creatively, and to design and create products relevant to the learning context.
3.	Sundari, E., & Setyabudi, T.	THE APPLICATION OF COOPERATIVE	The purpose of this study was to apply the team	Classroom Action Research	By applying the team game tournament type cooperative learning model,

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(2024).	LEARNING MODEL TYPE TEAMS GAMES TOURNAMEN (TGT) TO INCREASE STUDENTS' LEARNING ACTIVENESS IN LEARNING CIVICS ELEMENTARY SCHOOL. <i>Pendas: Jurnal Ilmiah Pendidikan Dasar</i> , 9(2), 1842- 1855.	game tournamen type cooperative learning model to improve students' active participatory learning in Civics subject in Class V of Ngadirejo 04 Province in the 2023/2024 academic year.	students' learning activities can increase. Civics learning activities of fifth grade students of SD Negri Ngadirejo 04 increased by 23.5%.TGT cooperative learning model can be used as an alternative to create a comfortable classroom atmosphere and foster high motivation and enthusiasm for learning among students.
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### 3. RESULT AND ANALYSIS

An analysis of the literature study conducted shows that the cooperative learning model in Civics learning is proven to increase the activeness and engagement of elementary school students. The cooperative learning approach is a teaching method that encourages students to be more active in learning by working in small groups of 4 or more people collaboratively, so as to increase students' enthusiasm for learning (Tabrani, T., & Amin, M., 2023). Cooperation among students during the learning process can naturally result in communication, which in turn can keep students more engaged and ultimately facilitate the process of discovery, understanding and mastery of ideas. Compared to working alone, working together is definitely lighter and more enjoyable and problems can be solved and support from various sources can be obtained. That is the benefit of the cooperative learning approach, which also has the added benefit of helping students understand the material as other students help them. With the application of cooperative learning model, students will be directly involved in the group so that they will be more participative. In one group each student gets the same opportunity to achieve success. Students will not be afraid to ask questions when they do not understand the information being discussed because their relationship with other students is usually more familiar, rather than their relationship with the teacher.

According to Tabrani, T., & Amin, M. (2023) Although there are several types or types in cooperative learning, the fundamental principles of cooperative learning remain the same. These types are:

1. **Student Teams Achievement Division (STAD)**

The STAD learning model was developed by Robert Slavin and his colleagues at John Hopkins University. Slavin explains that the essence of STAD is to encourage students to motivate, support and help each other in mastering the skills taught by the teacher.

2. **Jigsaw**

At the University of Texas, Elliot Aronson and his colleagues created and tested Jigsaw. This type of jigsaw uses a zig-zag pattern where students complete tasks in learning by cooperating with each other to achieve a common goal.

3. **Group Investigation**

Yael and Shlomo Sharan of Tel Aviv University in Israel invented group investigation (GI). For subjects that require integrated project study activities that result in the acquisition of analysis and synthesis of information in an effort to solve problems, cooperative learning with a GI approach is appropriate.

4. **Make a Match**

Lorna Curran developed the Make a Match application. The first step in implementing this strategy is to have students match cards containing questions and answers within a predetermined time. Students who manage to find a pair of cards faster will get the highest points.

5. **Team Games Tournament (TGT)**

Saco claims that in TGT, students compete with other team members to earn points for their group.

6. **Student Facilitator and Explaining (SFE)**

Students participating in Student Facilitation and Facilitation (SFE) learn how to communicate concepts to their peers. This method works well to teach children how to communicate and express their own thoughts and ideas.

7. **Team Assisted Individualization (TAI)**

The TAI (Team Assisted Individualization) collaborative learning model was developed by Slavin. It combines the advantages of collaborative learning and individualized learning, and is designed to help students overcome individual learning difficulties. The main focus of the learning activities is on problem solving. The hallmark of the TAI model is that each student studies the material independently that has been prepared by the teacher. The results of the individual learning are then discussed in the group, and all group members are jointly responsible for the overall response.

Each type of cooperative learning has different learning steps but all types of cooperative learning are implemented in groups. Besides focusing on cognitive aspects, cooperative learning also aims to address affective and psychomotor aspects, as it encourages knowledge transfer, student interaction and activity, and social behavior education through mutual help and cooperation. Collaborative learning has been proven to optimize the academic performance of both gifted and average-ability students and slow learners, and make learning more efficient that is adapted to the characteristics of different students and social backgrounds.

The research results from the three articles above show an increase in student learning activities after the application of the Cooperative Learning method in Civics Education subjects. The application of the collaborative learning model improves the quality of the Civics learning process and makes students more curious to take part in Civics learning. The application of cooperative learning model in Civics learning will make students more creative and active in class. Students seem happy, satisfied, communicative, and involved as they progress in each step of their learning through the cooperative learning model. The cooperative learning model can also foster the spirit of cooperation among students, students will also be responsible for their own tasks. This can be seen from students' good participation, such as listening carefully to the teacher's explanation, the courage to refute or provide clarification, and efficient collaboration in the group when completing the task. Increased learning activities, both from teachers and students, are increasingly visible through the use of this model. With a practical assignment approach, the cooperative learning model encourages students to think actively, creatively, and be able to design and make products relevant to learning.

#### 4. CONCLUSION

The cooperative learning model has proven effective in increasing student engagement in Civic Education learning at the elementary school level. This method involves collaborative small group work, fostering enthusiasm for learning, communication, and material comprehension. Various types of cooperative learning, such as STAD, Jigsaw, Group Investigation, Make a Match, TGT, SFE, and TAI, feature different steps but all focus on collaboration and student participation. In addition to enhancing cognitive aspects, this method also supports affective and psychomotor development through social interaction, teamwork, and shared responsibility. Research shows that implementing cooperative learning in Civic Education improves student activity, making them more creative, active, and motivated, while strengthening both individual and group collaboration and responsibility.

Based on the analysis of literature studies, it is recommended that the cooperative learning model be more widely integrated into Civic Education (PKn) learning in elementary schools to enhance student engagement, creativity, and enthusiasm for learning. Teachers can choose suitable types of cooperative learning, such as STAD, Jigsaw, or Group Investigation, based on the material's needs and students' characteristics. Additionally, teacher training is essential to optimize the implementation of this model to achieve learning objectives encompassing cognitive, affective, and psychomotor aspects. Collaborative assessment should also be improved to foster individual and group responsibility. Support from schools and adequate facilities is crucial to ensuring the successful implementation of cooperative learning.

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